

Premier English Language School

ADVANCED ENGLISH SKILLS

— BOOK 1 —



Master Your English for Academic Success

GRAMMAR SECTION

UNIT ONE

1. FOCUS ON GRAMMAR

A relative pronoun is a word that introduces a dependent (or relative) clause and connects it to an independent clause. The standard **relative pronouns** are: who, whom, which, whose, and that.

Example: I met a man **who** belonged to Turkey.

 relative pronoun

Example: I found a book **which** is easy to read.

 independent clause

 dependent clause

Relative Clauses = Adjective Clauses

A **relative clause** (or adjective clause) is a **dependent clause** that modifies a **noun** (usually the subject or object) in the main clause.

Just like an **adjective**, it **describes or gives more information** about that noun.

Example: Inspector Shehbaz, **who** arrested you, is dead now.

Example: The book, **which** I found, is black and white.

Who – refers to a **person** and acts as the **subject** of the relative clause.

Example: The woman **who** came to the door left books for you.

Whom – refers to a **person** and acts as the **object** of the relative clause.

Example: The woman **whom** I opened the door for was my mother.

Which – refers to an **animal or thing**.

Example: My new phone, **which** I bought yesterday, already has a cracked screen.

That – refers to a **person, animal, or thing**; often used in **defining (essential) clauses**.

Example: She finally visited the coffee shop **that** had such great reviews.

◆ **Who**
→ **subject (does the action)**

◆ **Whom**
→ **object (receives the action)**

He is the man who teaches me English.
Who = subject of the relative clause
(*who teaches me English*).

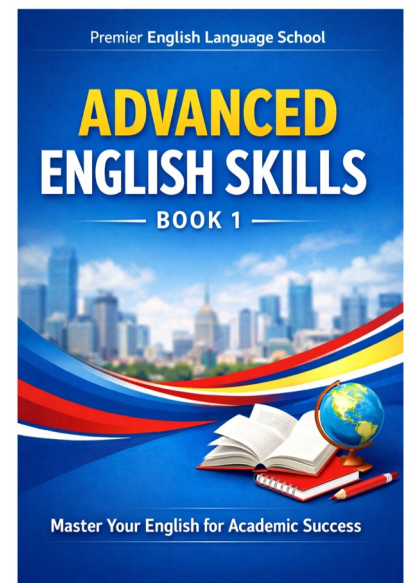
He is **doing the action** (teaching).

Relative clause: *who teaches me English* → describes “the man”

He is the man whom I teach English.
Whom = object of the relative clause
(*I teach English to whom*).

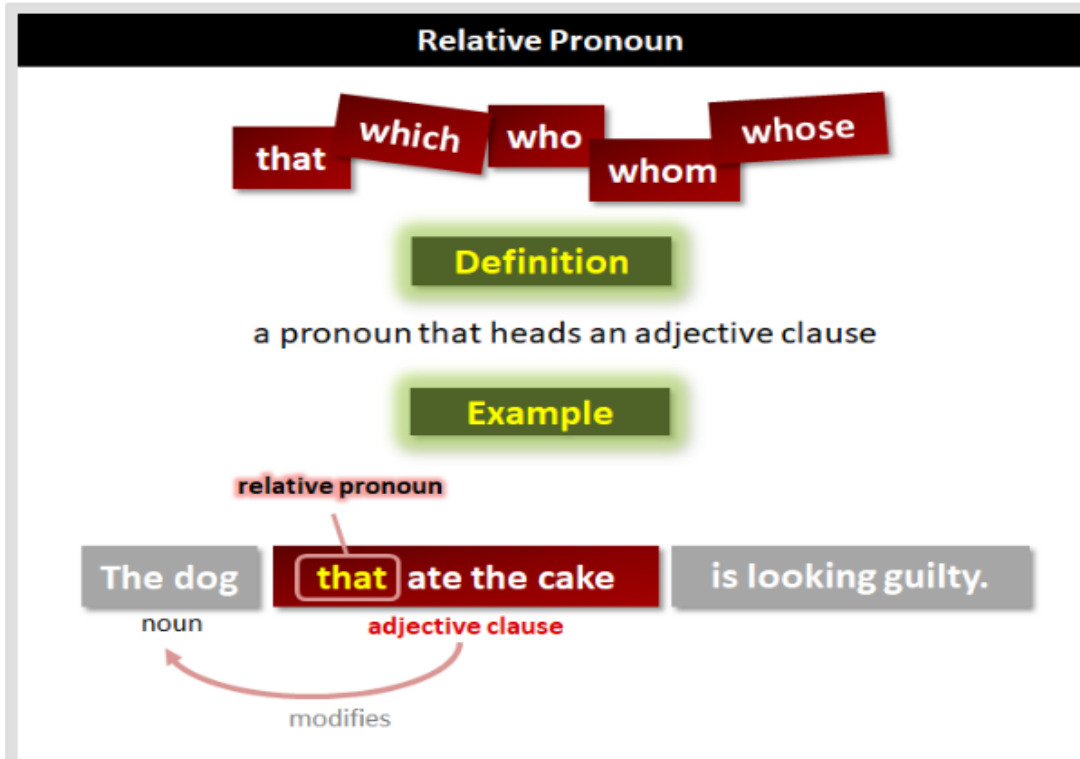
He is **receiving the action** (I am teaching him).

Relative clause: *whom I teach English*
→ describes “the man”

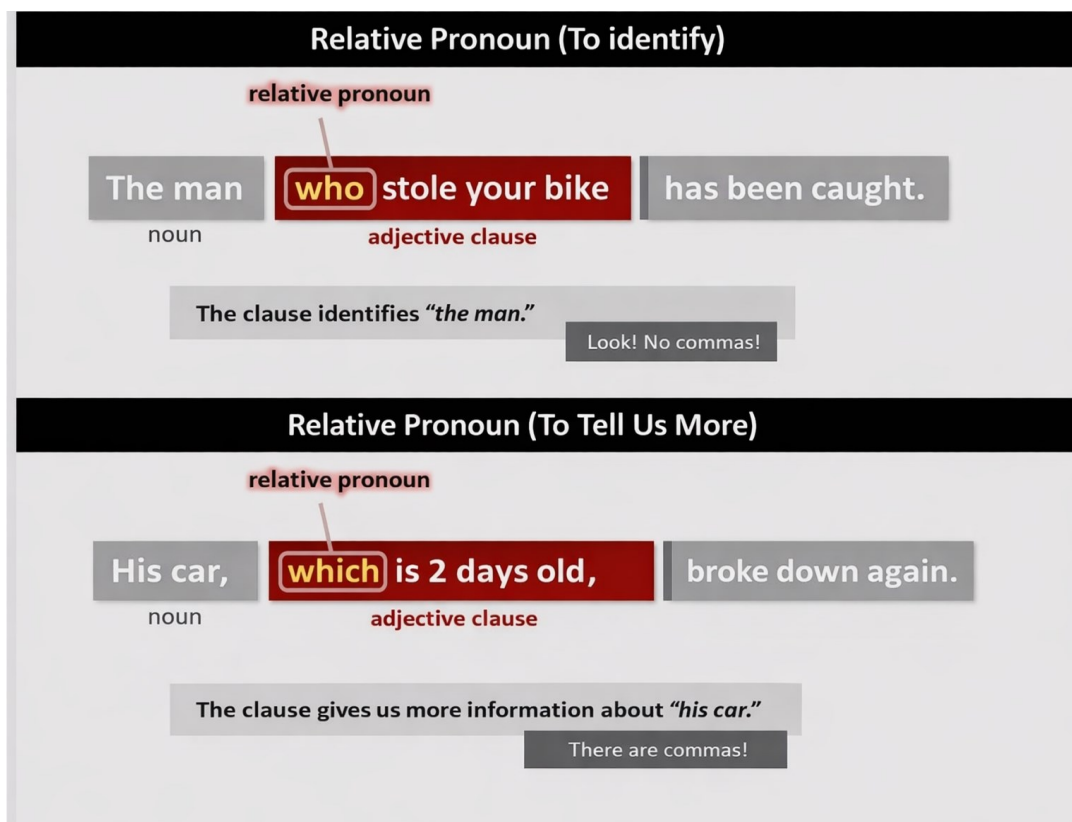


2. FOCUS ON GRAMMAR

GRAPHIC SUMMARY OF RELATIVE PRONOUNS



GRAPHIC SUMMARY OF RELATIVE CLAUSES



Two kinds of relative clause

- ◆ We use relative clauses to make clear which person or thing we are talking about.

Example: This is the house which Ahmad built.

- ◆ We also use relative clauses to give more information about a person, thing or situation.

Example: Ibrar, who is 78, has been diagnosed as having cancer.

- ◆ **Remember:** When we use relative clause to give more information about a person, thing, or situation, we use commas (,) to separate it from the rest of the sentence.

- ◆ **Be careful!** In this kind of relative clause we cannot use that:
Example: I had fish and chips, which I always enjoy. ✓

I had fish and chips, that I
I always enjoy. ✗

No repetition of the sub/obj

- ◆ The relative pronoun is the subject/object of the relative clause, so we do not repeat the subject/object.

Example: Marie Curie is the woman who discovered radium. ✓
(who is the subject of discovered, so we don't need she)

Marie Curie is the woman who she discovered radium. ✗

Example: This is the house that Ahmad built. ✓
(that is the object of built, so we don't need it)

This is the house that Ahmad built it. ✗

3. FOCUS ON GRAMMAR

Use of Relative Pronouns

Relative pronouns are placed directly after the noun or pronoun they modify.

1. The driver **who** ran the stop sign was careless.
2. The children, **whom** we love dearly, need better educational systems.
3. Never go to a doctor **whose** office plants have died.
4. I have a friend **whose** cat is annoying.
5. The book, **which** is now out of print, has all the information you need.
6. This is the book **that** everyone is talking about.

The man who robbed you has been arrested. ✓

The man has been arrested who robbed you. ✗

4. FOCUS ON READING

Read the story and underline the relative pronouns.

Hi. My name is Danish. I often go to the beach where people watch the sunset. Today, I invited Ali who is my best friend to watch the sunset.

"Have you ever been here Ali?"

"Yes, I have."

"Really?"

"I came here with my cousin who lives in Ankara."

"What does he do in Ankara?"

"He works for a company that buys and sells computer equipment"

"Where does he stay?"

"He stays in a hotel where one of his best friends works. Hey, do you know the people who are sitting there?"

"Yes Ali, they are my grandparents."

5. FOCUS ON WRITING

Write a short story using relative pronouns.

6. FOCUS ON GRAMMAR

Compound Relative Pronouns

The term **compound relative pronouns** sounds complex, but it's actually simple.

- These pronouns **refer to people, things, or choices in a general/indefinite way**.
- They **combine a relative pronoun with "ever" or "soever"**.
- Common examples: **whoever, whomever, whichever, whatever**

Example:

1. Please tell **whoever** may call that I am not available.

"Whoever" = any person who may call

2. **Whomever** you hire will be fine with me.

"Whomever" = the person you hire (object of the verb "hire")

3. **Whichever** train you take from here, you will end at Charing Cross station.

"Whichever" = any train you choose

4. Yasir will be successful at **whatever** he chooses to do in life.

"Whatever" = anything he chooses

Possessive Relative Pronouns

- The **possessive form** of relative pronouns is **whose**.
- **Whose** shows **ownership or possession**.
- Both **who** (for people) and **which** (for things or animals) can use **whose**.

Examples

1. She apologized to the boy **whose glasses got broken**.

"Whose glasses" = the boy's glasses → shows possession

2. The house **whose owner is on vacation** has an unsightly garden.

"Whose owner" = the house's owner → shows possession

7. PRACTICE

Fill in the blanks with the following relative pronouns **who, which & that**.

1. I am looking for someone _____ can watch my dog while I go on vacation.
2. The police needed details _____ could help identify the robber.
3. I'd like to take you to a café _____ serves excellent coffee.
4. I saw the shoes _____ you bought last week on sale for less this week.

Compound Relative Pronouns

- ◆ The words **whoever, whatever, whichever, however, whenever** and **wherever** are called compound relative pronouns. They are used to mean 'it doesn't matter who/what/which etc.'
- ◆ A compound relative pronoun has a double function. It acts as a subject, object or adverb in its own clause; it also acts as a conjunction joining its clause to the rest of the sentence.

Whoever comes to the door, ask them to wait.

Don't open the door **whoever** they are.

Wherever you go, I will follow you.
However much she eats, she never gains weight.

Informal uses

In an informal style, these conjunctions are sometimes used as short answers.

'When should I come?' '**Whenever**.' (= Whenever you like)
'Tea or coffee?' '**Whichever**.' (= I don't mind.)

Whenever can suggest repetition, in the sense of 'every time that'.

Whenever I go to Singapore, I stay with my sister. (= Every time that I go to Singapore, I stay with my sister)

Whenever I see you, I feel happy.

Formation Of Compound Relative Pronoun

The compound relative pronouns are formed by adding **EVER, SO EVER** to **Who, Which** and **What**

8. FOCUS ON GRAMMAR

Deletion Of The Relative Pronouns: who, that, and which

The relative pronoun can only be omitted when it is the object of the clause. When the relative pronoun is the subject of the clause, it cannot be omitted.

Subject pronouns: If a verb comes right after a relative pronoun, then the relative pronoun is a subject.

Subject of the main clause	+ relative pronoun	+ verb + rest of relative clause	+ verb + rest of main clause
The man	that	spoke at the meeting	was very knowledgeable.

In the example above, the relative pronoun **cannot be omitted** because it acts as the **subject** of the relative clause. You can tell this because the verb **“spoke”** comes immediately after the relative pronoun **“that”**, showing that it is the subject of the clause.

Object Pronouns

If there is **no verb directly after the relative pronoun**, then the relative pronoun is usually the **object** of the clause.

Example:

The man (that) Ahmad met during his holidays was living in Ankara.

Here, the relative pronoun **“that”** is followed by the noun **“Ahmad”** rather than a verb.

This tells us that **“that” is the object** of the relative clause.

9. PRACTICE

Rewrite the sentences where you think the relative pronouns which can be omitted.

1. He is the man that I told you about. _____
2. That's the car which I am thinking about buying. _____
3. She was the person who saw it first. _____
4. The email that I sent didn't reach everybody. _____
5. The flight which we were supposed to take was cancelled. _____
6. Nothing that she does shocks me now. _____
7. There is no one whom I trust more. _____
8. He's not the sort of person that everyone likes. _____
9. It's something that I don't want to think about. _____
10. He is the one that took it. _____

1. FOCUS ON GRAMMAR

Transition Words

- **Transition words** help us move from one idea to another.
- They are commonly used in **writing** and **formal speech**, but **rarely in daily conversations**.
- Transition words are usually **followed by a comma**.

Why Use Transition Words?

They make your writing **more cohesive** and **help your ideas flow smoothly**.

Let's look at an example:

Without transition:

Ali couldn't sleep the night before his big presentation. He needed an extra-large cup of coffee before work.

With transition:

Ali couldn't sleep the night before his big presentation. **Therefore**, he needed an extra-large cup of coffee before work.

Addition	Contrast	Cause & Effect	Purpose	Summarizing
In addition	However	Consequently	In order to	In conclusion
As well as	Although	As a consequence	In order not to	To conclude
Moreover	Even Though	As a result	So That	To sum up
Furthermore	On the contrary	Due to	because	In short

In addition, as well as, moreover, furthermore all mean **"also"**.

They are used to **add extra information** about a person, place, thing, or idea.

Example:

Without transition:

Istanbul has many houses. It has nice mosques.

With transition:

Istanbul has many houses. **In addition**, it has nice mosques.

However, although, even though, on the contrary all mean **"but"**.

They are used to **join two opposite ideas or contrasting sentences**.

Example:

Without transition:

Ali didn't study hard. He got first position.

With transition:

Ali didn't study hard. **However**, he got first position.

Use Of Transition Words

Sometimes our writing is critiqued for a lack of flow as it sounds stilted or choppy. That is because our writing lack transition words.

- ◆ in addition
- ◆ however
- ◆ consequently
- ◆ in order to
- ◆ in conclusion

Transition words are usually followed by a comma. It demonstrates a brief pause between words or phrases and the connecting idea. Use of punctuation with transition words is explained in the writing section.

Consequently

Consequently, as a consequence, due to, mean “as a result”. According to grammar they are transitions used to express cause & effect.

For Example. Flexible workers find themselves in great demand. They gain high salaries.

Flexible workers find themselves in great demand, and consequently, gain high salaries.

In order to

In order to, so that, because are transitions which are used to express the purpose of something.

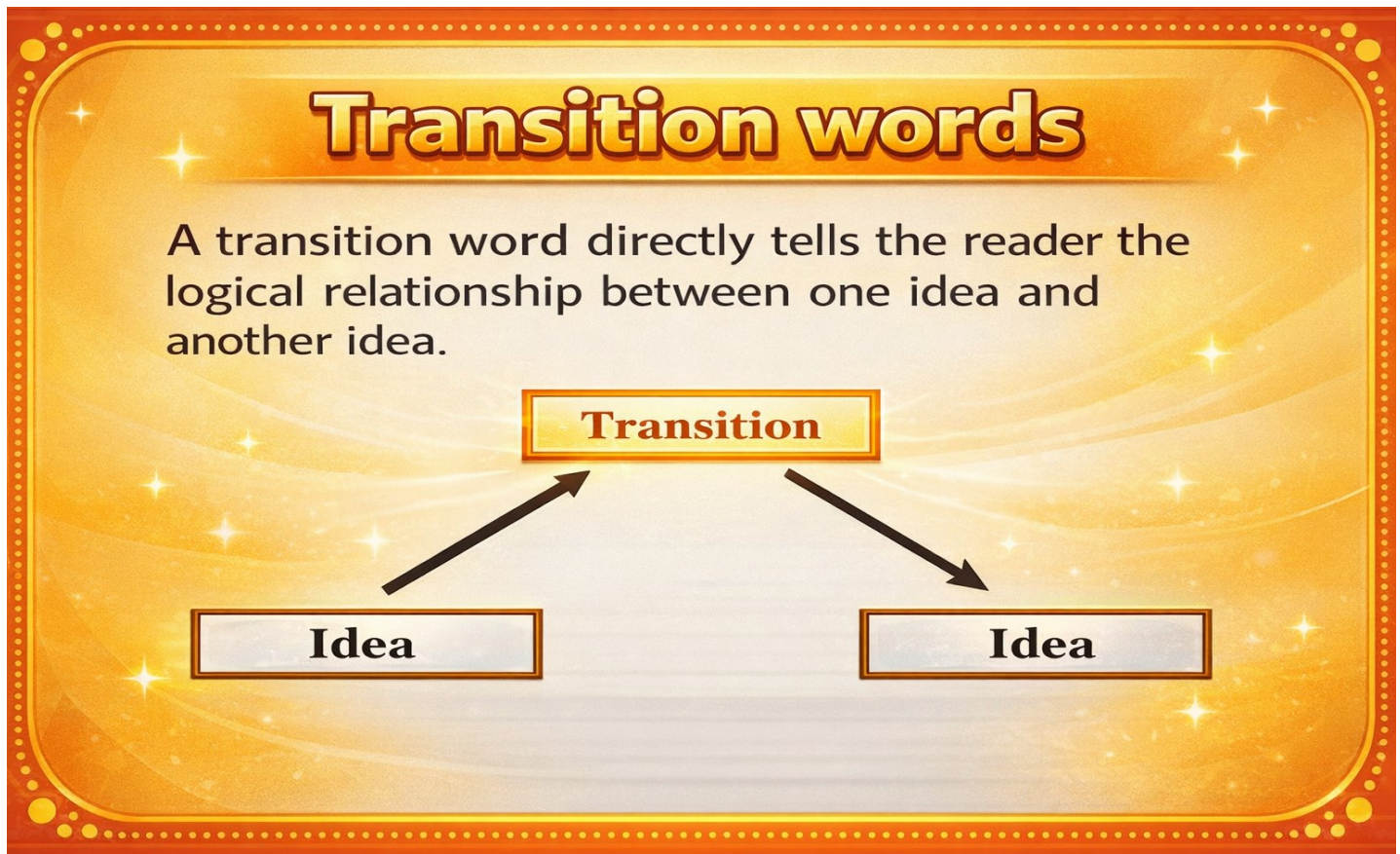
For Example: Mr. Ahmad had to work full-time in order to earn a living for his family of five children.

In conclusion

In conclusion, to conclude, in short mean “to sum up”. According to grammar they are transitions used to sum up something.

For Example: In conclusion, iPhones are the best phones available in the market.

Graphic Explanation Of Transition Words



2. PRACTICE

Read the following passage and fill in the blanks with one of these words or phrases: for example, in fact, however, in addition. You'll need to use each item more than once.

There are three main types of goods that countries produce: manufactured goods, food, and natural resources. Although **countries** may export and import all three types, most countries depend more heavily on one of them. Saudi Arabia, _____, depends on oil exports to make money. It's a very wealthy nation because it has a lot of oil. _____, it has 25 percent of all the oil in the world. _____, the Saudis must import many other products. _____, they must import food from other countries because their land is too dry to farm. _____, they import machinery and manufactured goods.

The Philippines, unlike Saudi Arabia, doesn't have a lot of oil. _____, it produces so much food that a lot of it is exported. _____, the Philippines exports copper, gold, and iron. The Philippines must import a lot of manufactured goods. A lot of its machinery and electrical products, _____, come from the United States and Japan. Japan doesn't have many natural resources, nor does it produce enough food to export. _____, Japan does produce more manufactured goods than it can use. _____, about 25 percent of Japan's workers work in factories. Most people have heard of Japanese cars, **televisions, and radios**, but they don't realize that, _____, Japan produces steel, chemicals, and cloth.

3. FOCUS ON GRAMMAR

Verb + To + Verb - Some verbs are followed by the infinitive with to:

Common verbs with this pattern are:

- verbs of thinking and feeling:

choose	hate	like	prefer
decide	hope	love	remember
expect	intend	mean	want
forget	learn	plan	would like/love

- verbs of saying

agree	promise	refuse	threaten
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- others

arrange	fail	manage	try
attempt	help	tend	

Definition of Infinitive

An **infinitive** is the base form of a verb with the word **"to"** in front of it.

When you use an infinitive, **"to" is part of the verb form**, not a preposition.

Examples:

to go

to read

to write

to speak

Infinitives are **not conjugated** — they do not change for tense or subject. That is why they do **not take -ed or -ing endings**.

1. Ahmad **agreed to work** on the night shift.
2. Mr. Albert **learned to manage** a business while he was working for the apple telecom service.
3. Mr. Shabir told Mr. Adnan that he would **continue to take** an interest in his career.
4. Majid told his son to remember to call him if he had a problem at work.
5. She **decided to stay** at home in winter months instead of working as a nurse in the hospital.

4. PRACTICE

Fill in the blanks with the following expressions to complete the sentences:

to move it on your own.	to have dinner in town.
not to go skiing this year.	to swim at the local pool.
not to talk about it.	to lock it when I went to the shop.
to hear all about it when you come back.	not to tell our parents.

1. Somebody's taken my bicycle. I forgot _____
2. Have a great holiday. I hope _____
3. My grandfather is 65 years old, but he is learning _____
4. Ahmad didn't have a happy childhood. He prefers _____
5. We need to save money, so we've agreed _____
6. I am meeting Haroon tonight. We arranged _____
7. That table is extremely heavy. Don't try _____
8. I will tell you what happened if you promise _____

5. ORAL COMMUNICATION

Sometimes we want to give someone advice about a decision he or she is trying to make, especially if we want to discourage that person from making a certain decision. We use expressions like *Really? Are you sure you want to do that?*

Have you thought about it carefully? May be you should think it over for a while.

Use these expressions as you practice this dialogue with a partner.

S1: I've been thinking about dropping out of school. **S1:** _____

S2: Really? Have you thought about it carefully? **S2:** _____

S1: Yes, but I still haven't made a decision. **S3:** _____

6. VOCABULARY

Idiom: An **idiom** is a fixed phrase with a special meaning that you **cannot understand by translating each word separately**.

Idiom	Meaning
Ahead of the game	better prepared or more successful than others
Take it with a pinch of salt	Don't take it too seriously
Get away with	escape punishment
Fall for	To be taken in or deceived
Take advantage of	To exploit a weakness to obtain or achieve something
Make an example of	To punish (a person who has done something wrong) as a way of warning other people not to do the same thing.
Face the music	To accept criticism or punishment for something you have done.

1. She studied early and stayed ahead of the game.
2. His predictions are fun — take them with a pinch of salt.
3. He forgot the homework but got away with it this time.
4. As with any advice, take it with a grain of salt.
5. They were definitely trying to take advantage of each other.
6. The police made an example of the murders by hanging them in public.
7. The murders were disgraced and faced the music.

7. ORAL COMMUNICATION

Use of the phrase **get used to** and **in no time**.

S1: Hey, this is _____

S2: Nice to meet you.

S1: It's a pleasure to meet you, too.

S2: How do you like Afghanistan so far?

S1: It's really different from what I expected.

S2: Don't worry. You will get used to it in no time.

To get used to = to adjust

In no time = very soon

1. FOCUS ON GRAMMAR

was/were going to + verb

We use **was/were going to + base verb** to talk about a **past plan or intention**.

Often, it suggests that the plan **did not happen**.

I was going to have lunch with Adnan yesterday, but I changed my mind. (so I didn't have lunch with him)

We were going to go on vacation, but we didn't have enough money. (so we didn't go on vacation)

2. PRACTICE

Choose the correct option for the following statements:

1. My mother planned to call my brother last night, but she forgot.
 - a. she were going to call last night, but she forgot.
 - b. She was calling last night, but she forgot.
 - c. She was going to call last night, but she forgot.

2. Ahmad _____ going to tell me a secrete, but he didn't.
 - a. was
 - b. were
 - c. going to
 - d. was go to

3. The game _____ be played at 1 pm, but it rained, so they postponed the starting time.
 - a. was going to
 - b. were going to
 - c. wasn't going to
 - d. was go to.

4. We _____ play cricket, but there was really nothing to better to do, so we decided to play.
 - a. was going to
 - b. were going to
 - c. weren't going to
 - d. were go to

3. FOCUS ON GRAMMAR

Causatives: Have and Get

We use **causative verbs** when we want to talk about something that **another person does for us** or for someone else. The subject **causes the action to happen** but **does not perform the action personally**.

Example:

I cleaned my house. → I did it myself.

If another person did it:

A cleaner cleaned my house.

We can also use a **causative construction**:

I had my house cleaned.

Important Note:

Causative structures are similar to the **passive voice** because:

The focus is on the **result**

The doer of the action is **not important or not mentioned**

Structure: Have + thing + past participle (Focus is on result)

Have + person + base form (Focus is on the person)

I had my car repaired.

I had Ali repair my car.

Get + thing + past participle

Get + thing + to + base form

Sometimes suggests **effort or arrangement**

Examples:

1 I will get my room cleaned tomorrow.

2 I will get Ali to clean my room tomorrow.

Make + object + base verb

Means: force or strongly persuade someone to do something

Often implies obligation or necessity

Examples:

The teacher made the students **stay after class**.

His parents made him **apologize**.

Let + object + base verb

Means: allow or permit someone to do something Examples:

She let me **use her laptop**.

The coach let the players **leave early**.

Help + object + base verb / to + verb

Means: assist someone in doing something Examples:

I helped her **carry the boxes**.

He helped me **to understand the lesson**.

("help" can be followed by base verb without "to" or with "to")

4. PRACTICE

Fill in the blanks with the correct causative structure (HAVE or GET)

(The verb is given in brackets in its base form — decide the correct form and structure.)

1. I will _____ my car _____ (wash) at a carwash tomorrow.

2. She _____ her brother _____ (clean) his room yesterday.

3. We _____ the house _____ (paint) last month.

5. FOCUS ON GRAMMAR

Sometimes a verb is followed by **another verb** in a sentence.
The second verb can appear as **-ing** (gerund) or **to + base verb** (infinitive).

Which form you use **depends on the first verb**.

Verbs followed by the -ing form

The following verbs are followed by ing form of the verb:

Avoid	Mind	Keep on	Look forward to	Finish	Practice	Quit
Can't stand	Consider	Be use to	Give up	Be tired of	Get used to	Dislike
Feel like	Finish	Miss	Suggest	Enjoy	Admit	Resume

For Example: I enjoy travelling.

He admitted stealing the necklace.

I don't mind waiting if you are busy.

6. PRACTICE

Answer these questions, using the words that are given. Make sure to punctuate each sentence properly and to use the correct form of the verb.

Example:

When will you leave?

Finish/pay/my bills

I will leave when I finish paying my bills.

1. When did Ahmad quit borrowing money? Finish/pay for/his car _____
2. Why are you so excited today? look forward to/buy/my dream house _____
3. Why do you look so upset? tired of/study _____
4. Can I borrow some money to pay my rent? always/avoid/loan/money to friends _____
5. Why did Alia leave the bank? couldn't stand/wait/in line _____
6. Aren't you afraid to borrow too much money? don't mind/be/in debt _____
7. Why did he come late to class? dislikes/get/out of bed/ early _____
8. Why do you want to leave the country? consider/move/ to Spain. _____

7. FOCUS ON GRAMMAR

Could + Verb

We can use **could + verb** to talk about **present possibilities, suggestions, or things someone might do**.

Examples:

Ahmad: Adil said that he was going to come at 6:00, and now it's 7:00.

Umar: Don't be angry. There **could be** a lot of traffic.

Sarah: We want to go downtown to do some shopping, but Mom and Dad are working.

Laila: Well, you **could take** the bus or the streetcar. They run downtown and back all day.

Khan: I don't know what to do. My cat ran away.

Adil: You **could call** the animal shelter. They might be able to help you

8. PRACTICE

Ahmad and Laila have a problem. Using the word could, write at least two possible solutions for each situation.

Ahmad and Laila are engaged and want to get married, but they are both college students and don't have much money.

- a. They could postpone their marriage until they graduate from college.
- b. They could get married and Ahmad could get a part time job.

1. Ahmad's parents don't approve of the marriage plans.

a. _____

b. _____

2. Laila's parents, on the other hand, would like to help the young couple.

a. _____

b. _____

3. Ahmad and Laila's friends want to help them too.

a. _____

b. _____

9. PRACTICE

Read the story. Tell if the word could refers to present possibility or past ability.

When I lived in South America, I **could** speak Spanish very well. When I came back to the United Kingdom, I couldn't find many opportunities to speak Spanish. One of my friends gave me some advice. He said that I **could** go back to school to study Spanish or that I **could** get a job where I would meet some Spanish-speaking people. I was very lucky — I did both. I signed up for a Spanish course at the community college.

At first, I couldn't understand Mr. Garcia, the Spanish teacher, but after a few weeks, I **could** understand most of what he said. However, I still needed help with my pronunciation. I couldn't speak Spanish without a strong accent. When I spoke to Mr. Garcia about my problem, he said that I **could** go to the language lab to practice my pronunciation and that it **could** really help me improve. Well, I went to the Garcia's house one Sunday afternoon and met his children. They asked me if I **could** help them by picking them up from school. This was just what I needed! I would be able to study Spanish at school and practice my pronunciation with the Garcia children every afternoon.

10. VOCABULARY

Idiom	Meaning	Example
Hit the jackpot	Have great luck or success	She hit the jackpot with her first YouTube video.
Bite the bullet	Face a difficult situation bravely	I didn't want to study for the test, but I had to bite the bullet.
Break the ice	Do or say something to make people feel more comfortable	He told a joke to break the ice at the party.
Piece of cake	Very easy	The test was a piece of cake!

Exercise: Complete the sentences with the correct idiom

Idioms: hit the jackpot / bite the bullet / break the ice / piece of cake

- Sarah studied all night for the math test, but it turned out to be a _____.
- The team finally scored the winning goal in the last minute — they really _____!
- I didn't want to give my first presentation, but I had to _____ and start speaking.
- We were all shy at the party, so I told a funny story to _____.
- Tom was nervous about asking his teacher for help, but he decided to _____.
- Jenny bought a lottery ticket for fun and actually _____ — she won \$1000!
- The homework assignment looked difficult, but it was a _____ once I started.
- On the first day of class, the teacher asked everyone to introduce themselves to _____.
- I know you don't want to go to the dentist, but it's time to _____.

1. FOCUS ON GRAMMAR

Included Question in Question/ Embedded Questions



Including Questions in Questions (Embedded Questions)

An **included question in a question** (also called an **embedded question**) is a question that is included **inside another question**.

An embedded question is **always a noun clause**, which means it follows **statement word order: subject + verb**, not the usual question form.

The embedded question usually acts as the **object of a verb**.

Example:

Do you know what his name is?

Embedded question: *what his name is*

Explanation: *what his name is* is a **noun clause** that acts as the **object of "know"**.

How to Form Embedded Questions

1. Use polite introductory phrases:

Can you tell me...

Do you know... Can I ask you... Could you let me know... Do you happen to know...

Example:

Direct: *Where does she live?*

Embedded: *Can you tell me where she lives?*

If the direct question has an auxiliary verb (do, does, did), remove it

Direct: *What time did he come?*

Embedded: *Can you tell me what time he came?*

If the direct question uses “to be” or another auxiliary verb, invert the subject and auxiliary and use if or whether before the subject.

Direct: *Is she your teacher?*

Embedded: *Do you know if she is your teacher?*

Direct: *Has he finished the homework?*

Embedded: *Can you tell me if he has finished the homework?*

Remember: Do not use contractions at the end of included question in question.

For Example:

Where is she?

Do you know where she is? **(Correct)**

Do you know where she's? **(Incorrect)**

2. PRACTICE

1. Is this the Prime Minister's house?
 - a. Could you tell me if this is the Prime Minister's house?
 - b. Could you tell me if is this the Prime Minister's house?
2. What does she mean?
 - a. Do you know what does she mean?
 - b. Do you know what she means?
3. How much do these trousers cost?
 - a. Can you tell me how much these trousers cost?
 - b. Can you tell me how much do these trousers cost?
4. Why did she leave so early?
 - a. Do you know why she left so early?
 - b. Do you know why did she leave so early?
5. Did she have the books with her?
 - a. Do you remember if she did have the books with her?
 - b. Do you remember if she had the books with her?
6. What time does the train leave?
 - a. Do you know what time the train leaves?
 - b. Do you know what time does the train leave?

5. ORAL COMMUNICATION

Work with two other students and make up dialogues with included questions. Use do you know...? Can you tell me...? Do you remember...? To form the included questions.

Example:

S1: Where does Ali Durani teach art?

S2: I don't know. I'll ask someone else. Can you tell me where Ali Durani teaches art?

S3: Yes, I can. He teaches it in Columbia University.

1. Where is Columbia University?
2. What does Ali Durani teach?
3. Where did Mr. Durani take his class?
4. How did Mr. Durani feel about art?

6. ORAL COMMUNICATION

Work with two other students and make up dialogues with included questions. Use Do you know...? Can you tell me...? Do you remember...? to form the included question.

Example:

S1: Is Mudassir a cricketer?

S2: I don't know. I'll ask someone else. Do you know if Mudassir is a cricketer?

S3: No, he isn't. He said he was a footballer.

1. Is Karim Adil a teacher?
2. Were there any art critics at Ali's exhibition?
3. Did Brazil football team win the final match?

7. ORAL COMMUNICATION**Wish + Past Tense Clause (Present Meaning)**

We use the verb *wish* + past tense clause when we want something to be true now, but it is not true in reality.

It expresses a present unreal situation or regret.

Examples:

She wishes she could drive.

He wishes he were a doctor.

Note: In sentence with wish, were is used instead of was.

1. He wishes he were a doctor.

8. PRACTICE**A. Think about three things you wish and complete these sentences.**

Example:

I wish I could make computer programs.

1. I wish I had _____
2. I wish I didn't have to _____
3. I wish I could _____

B. Think about three things you wish and complete these sentences.

Example:

I wish I were tall and thin

1. I wish I were _____
2. I wish I were (a, an) _____
3. I wish I were (a, an) _____

9. ORAL COMMUNICATION

~~How many languages are spoken in your class.~~ Find out as you practice this dialogue with a partner.

Example:

S1: How many languages do you speak?

S2: Well, Pashto is my native language, and I also speak Urdu and English. I wish I could speak Arabic, too?

S1: I speak Arabic and English. I wish I knew Pashto. It's such a beautiful language.

S2: I will tell you what. I will teach you some Pashto if you will help me learn Arabic.

S1: Sounds great!

S1: How many languages do you speak?

S2: Well, _____ is my native language, and I also speak _____. I wish I could speak _____, too.

S1: I speak _____. I wish I knew _____. It's such a beautiful language.

S2: I'll tell you what. I'll teach you _____ if you'll help me learn _____

S1: It's a great idea.

10. VOCABULARY

IDIOM	MEANING
I'm afraid	Used for politely telling someone something that might make them sad or disappointed.
Caught up	Involved in (a difficult or confusing situation)
See what (someone) means	To understand
Make a point	To state or demonstrate something of particular importance.
Lose one's marbles	To be or become mentally deficient, incompetent, or deranged; to become of unsound mind
Take a joke	To have the capacity to remain calm or be amused in response to good-natured teasing.

Adnan: Did you know that New York City has the largest population of any city in the world?

Amir: I'm afraid you are wrong. Mexico City is the biggest city in the world.

Adnan: Really? I was sure it was New York. I guess I'm too caught up in my international history studies.

Amir: I see what you mean. You have really been studying like crazy lately.

(Hasan joins the conversation.)

Hasan: Hello, Adnan and Amir. I overheard your conversation. I'd like to make a point. You both are nuts!

Adnan: What do you mean, Hasan?

Hasan: Shanghai is the biggest city in the world.

Amir: I disagree. It's Mexico City, and I'm sure I am right.

Adnan: You have lost your marbles, Hasan. But anyway, let's look it up on Google. (A few minutes later.)

Amir: Can't you take a joke, Hasan? I knew it was Shanghai all along.

Adnan: So did I.

Hasan: (Sarcastically) Oh, yeah. Sure you did.

11. ORAL COMMUNICATION

Practice the following dialogue

A: Mr. Abbas, I'd like to introduce a friend of mine, Nasir Ali.

B: How do you do?

C: Hello

B: What's your impression of Kabul City?

C: Well, I can't get over how different the weather is here.

B: Oh, you'll get used to it soon!

To get used to = to adjust

I can't get over = I'm still surprised at

1. FOCUS ON GRAMMAR

Result Clause — so + adjective/adverb + that

"So + Adjective/Adverb + That + Result"

- You are **so beautiful (that)** I can't get my eyes off you.
- This machine works **so loudly (that)** I have a headache.

We use the structure **so + adjective/adverb + that** to show **result** or **effect**.

It can be used to:

- ♦ give compliments
- ♦ make criticisms
- ♦ show cause and effect

Examples — Criticism

The opening program was disappointing. I feel I must comment.

→ **The opening program was so disappointing that I feel I must comment.**

Examples — Compliment

Qari Nasir recited Surah Ar-Rahman beautifully. The listeners could not stop saying "Glory be to Allah."

→ **Qari Nasir recited Surah Ar-Rahman so beautifully that the listeners could not stop saying "Glory be to Allah."**

Examples — Cause and Effect

My sister is very shy. She hides behind my mother when strangers are around.

→ **My sister is so shy that she hides behind my mother when strangers are around.**

2. FOCUS ON GRAMMAR

So...that and Such...that

"Such + Adjective + Noun + That + Result"

- It was **such a good movie (that)** many people watched it.
- She has **such beautiful eyes (that)** I can't take my eyes off her.

So...that and such...that have **similar meanings**.

They are used to show **result** — what happened because of something.

They can express a **strong opinion**, including a compliment or criticism.

They show a **cause → result** relationship in one sentence.

Examples:

- She has **such beautiful eyes (that)** I can't take my eyes off her. (with or without "that")
- It was **such a good movie (that)** many people watched it. (with or without "that")
- It was **such an expensive restaurant (that)** I decided not to go there anymore. (with or without "that")

Such + (a/an) + adjective + noun + (that) + result

We use this to give a **judgment/opinion** about someone or something and show the **result**.

- **that** can often be omitted in informal style.
- The noun is usually **countable singular** when we use *a/an*.

For example: No one is such a fool that he would choose death.

3. PRACTICE

Fill in the blanks with **so, such, or such a**.

1. It's _____ warm today that I'm going to the beach.
2. We're _____ pleased with these new towels that we're going to buy some more.
3. He has done _____ foolish things that he will get into serious trouble.
4. He made _____ generous contributions to the university that they are naming one of the new buildings after him.
5. This hedge grows _____ fast that we have to trim it often.
6. We had _____ good time that we hate to leave the wedding party.
7. The thief came in _____ quietly that the sleeping couple never heard him.
8. He is _____ extravagant that all his money is spent long before his next paycheck.
9. Those are _____ great moments that will never be forgotten.
10. He wastes _____ much time watching television that he never finishes his homework.
11. He has read that book _____ many times that he knows it by heart.
12. They are _____ boring people that we hate to visit them.

4. ORAL COMMUNICATION

Here are some expressions that we use to add reasons: **and besides... furthermore... what's more... not to mention that fact that... and not only but...**

Use the above expressions as you practice this dialogue with a partner. Recommend to a classmate or warn a classmate about a movie, art exhibit, play, concert, book or place that you know about.

For Example:

S1: I heard that you went to watch the Ertugrul Drama. What did you think of it?

S2: It was great. I plan to go back and watch the next episode.

S1: Really?

S2: Not only that but it was so wonderful that I'm going to watch all the coming episodes.

S1: It's such a great drama than.

S1: I heard that you _____. What did you think of it?

S2: _____ so _____ that _____

S1: Really?

S2: Not only that (what's more, and besides, etc) it was so _____ that _____

S1: He is such a _____ then.

5. ORAL COMMUNICATION

Talk about people who have helped you. Practice this dialogue with a partner.

S1: My teacher did such a good job of preparing me that I got an A in calculus at the university.

S2: Really? What did he do?

S1: Well, he gave us homework every night and quizzes everyday.

S2: He is such a great teacher then.

S1: He certainly is.

S1: My _____ did such a good job of _____ that _____

S2: Really? What did he do?

S1: Well, he _____.

S2: He is such a _____ then.

6. FOCUS ON GRAMMAR

Present Unreal Conditional (Second Conditional)

We use the **present unreal conditional** to talk about imaginary or unlikely situations in the present or future.

Second Conditional

Imagine things in the future that are possible, but unlikely.

If + Past Simple + **would**

- If I **won** the lottery, I **would** travel the world.
- She **would be** happier if she **had** a better job.



Quiz

Make sentences with the **second conditional**.

1. If I spoke French,
2., I would help you.
3. If she studied more,
4., we **would** go camping.



Structure:

- Use **simple past** in the *if-clause*
- Use **would + base verb** in the *result clause*

For Example:

If I were you, I would study Psychology.

If I were a carpenter and you were a lady, would you marry me?

You would get better grades if you studied harder.

In formal grammar, we often use **were** instead of **was** for all subjects in unreal conditionals.

Formal: *If I were you...*

Informal: *If I was you...*

(common in speech, but less formal)

7. PRACTICE

Make sentences with **if**.

1. Ahmad isn't going with Ali because he doesn't have a car _____
2. Sarah won't go to school because she's sick in bed _____
3. Adnan has to work hard because he isn't rich _____
4. Karim wants to learn about computers but he doesn't have time to go to school _____
5. Hasan can't play golf in Scotland because he can't speak English _____
6. Ahmad isn't going with Ali because he doesn't have a car. _____
7. Sarah won't go to school because she's sick in bed. _____
8. Adnan has to work hard because he isn't rich. _____
9. Karim wants to learn about computers but he doesn't have time to go to school. _____

8. FOCUS ON GRAMMAR

Third Conditional

Imagine a different past result
or express regrets.

If + Past Perfect + **would have** + past participle

- If I **had** known, I **would have** helped you.
- They **would have** come if they **had** invited them.
- They **would have** come if they **had** invited them.



Quiz

Make sentences with the third conditional.

1. If he **had** known English,
2., I **would** have called.
3. If we **had** left on time,
4., she **would have** passed the exam.



We use the **perfect conditional** to talk about a past result that did not happen because the condition was different. It describes an imaginary past situation.

Form:

If + had + past participle → would have + past participle

Example:

If he had been careful, he wouldn't have had that terrible accident.

(He was not careful, so the accident happened.)

Remember:

The main clause can come first. When it comes first, do not use a comma.

Example:

He wouldn't have had that terrible accident if he had been careful.

Exercise: Complete the sentences using the perfect conditional (third conditional).

Use: *had + past participle* and *would have + past participle*.

1. If she _____ (study), she _____ (pass) the test.
2. If they _____ (leave) earlier, they _____ (catch) the bus.
3. He _____ (not/get) lost if he _____ (follow) the map.
4. If we _____ (know) about the meeting, we _____ (come).
5. He _____ (not/get) lost if he _____ (follow) the map.
6. If we _____ (know) about the meeting, we _____ (come).
7. I _____ (not/forget) my homework if I _____ (wake) up earlier.
8. They _____ (pass) the exam if they _____ (study) harder.
9. She _____ (not/miss) the train if she _____ (leave) home on time.
10. He _____ (not/break) the vase if he _____ (be) more careful.
11. If I _____ (see) the warning sign, I _____ (stop) in time.

1. FOCUS ON GRAMMAR**Correlative Conjunction**

Correlative conjunctions are pairs of words which are used to connect two balanced clauses, phrases or words.

Both X and Y = Not only X but Y also

Neither X nor Y = Not X and not Y

Both... and... is used in positive sentences. Neither... nor... is used in negative sentences.

1. I am married to Sarah. I am married to Laila. **I am married to both Sarah and Laila.**
2. My school work isn't going well. My social life isn't going well.
Neither my school work nor my social life is going well.

2. PRACTICE

Comment on the nationality, period, or talent of these famous people. Use both...and...

For Example:

Mohammad Amir/Shehzad/Pakistani cricketers

Both Mohammad Amir and Shehzad are Pakistani cricketers.

1. Sarah/Laila/Afghans _____
2. Abu Bakr/Umar/Caliphs _____
3. Ibn Sina/Ibn Al-Haytham /Muslim scientists _____
4. Abu Bakr and Umar /the Prophet's peace be upon him companions _____

2. PRACTICE

Make sentences about these ordinary people. Use neither...nor... Make sure to use the correct form of the verb in each sentence.

For Example:

Sarah/Laila/studying Greek

Neither Sarah nor Laila is studying Greek.

1. Teachers/students/like going to school during the summer _____
2. Men/women/enjoy being away from home for too long _____
3. Ali/ Ahmad plays cricket. _____
4. My father/ my mother can dance _____

4. ORAL COMMUNICATION

On the other hand means from another, or opposite, point of view. Use on the other hand as you practice this dialogue with a partner.

S1: Neither Sarah nor Laila is good at school. S1: _____

S2: I'm sorry to hear that. S2: _____

S1: On the other hand, both Sarah and Laila is good at house chores. S1: _____

S2: Glad to hear that. S2: _____

5. FOCUS ON GRAMMAR

Either ... or

Use: To show a choice between two possibilities. Usually used in **affirmative sentences**.

Structure:

Either + clause 1 + or + clause 2

Examples:

We can **either eat now** or **after the prayer** – it's up to you.

We can **either give the job to Ahmad** or **to Mahmood**.

Not only ... but also

Use: To **add extra information**. It shows that the second idea is **important too**.

Structure:

Not only + clause/phrase 1 + but also + clause/phrase 2

Examples:

She is **not only smart** but also **hardworking**.

He **not only sings** but also **dances well**.

They **not only visited London** but also **went to Paris**.

Exercise: Complete the sentences using the correct correlative conjunction

1. She is _____ smart _____ hardworking.
2. _____ my father _____ my mother can speak English.
3. You can _____ stay at home _____ come with us.
4. I like _____ tea _____ coffee.
5. He _____ sings _____ dances well.
6. _____ the students _____ the teachers attended the meeting.

6. FOCUS ON GRAMMAR

Subject Verb Agreement

When two subjects are connected with correlative conjunctions, the verb form depends on the **second subject**.

Either ... or / Neither ... nor

The **verb agrees with the second subject**.

Examples:

Every single morning **either the cat or the children wake** Sarah up.
(Second subject = children → plural → use **wake**)

Every single morning **either the children or the cat wakes** Sarah up.
(Second subject = cat → singular → use **wakes**)

Both ... and

Use a **plural verb** because the subjects are **combined**.

Example:

Both Ahmad and Mahmood are lazy.

7. FOCUS ON GRAMMAR

Correlative Conjunctions Need Parallel Structure

Correlative conjunctions like **either ... or**, **neither ... nor**, and **not only ... but also** require that the two parts they connect are **grammatically equal**.

Examples

1. Two main clauses:

Not only did Ali clean his room, **but he also** helped his sister with her homework.

2. Two prepositional phrases:

Ali worked hard **not only in the morning but also in the evening**.

3. Two nouns:

Ali invited **not only his friends but also his neighbors** to the party.

Choose the correct pair: either/or or neither/nor

- In this game, you _____ **win** _____ **lose**. It depends on you.
- _____ **Laila** _____ **Sara** will help you with your homework. They are both busy at the moment.
- This is my offer. You _____ **take it** _____ **leave it**.
- When I go to the restaurant, I eat _____ **fish** _____ **roast chicken**. These are my favorite meals.
- His father believed _____ **his son** _____ **his friend**. He thought that both were lying.

9. FOCUS ON GRAMMAR

Should / Must / Might + be + Verb-ing

We use **should be**, **must be**, and **might be** + verb-ing to talk about what we think is happening **now**.

Should be + verb-ing → expectation

We think something is likely happening.

I **should be arriving** at 3:00 PM.

She **should be studying** now.

Must be + verb-ing → strong guess (inference)

We are almost sure something is happening.

I **must be doing** something wrong.

They **must be working** late.

Might be + verb-ing → possibility

Something is possible, but not certain.

Be quiet. He **might be sleeping**.

She **might be driving** right now.

10. PRACTICE

Use should / must / might + be + verb-ing

Read each situation. Write one sentence using:

should be / must be / might be + verb-ing

Example:

I hear loud music from the next house.

→ They might be having a party. (*Possibility*)

1. The lights are on in her room at 2 a.m. _____ (_____)
2. Your friend said he would reach at 10:00. It is 9:58 now. _____ (_____)
3. The baby is crying and the mother is warming a bottle. _____ (_____)
4. I sent him a message, but he didn't reply. His exam is tomorrow. _____ (_____)

Wish + Past Perfect

We use **wish + past perfect** to talk about a **past regret** — something we want to be different in the past. It describes a past action that did not happen the way we wanted.

Structure:

wish + had / hadn't + past participle Laila didn't let her little brother go shopping with her. He cried all day.
→ Laila **wishes she had let** her little brother go shopping with her.

12. PRACTICE

Read about each situation and make a sentence telling what each person probably wishes.

For Example: Kamran used a small nail to hang a mirror. The mirror fell down and broke.

Kamran wishes he had used a bigger nail.

1. Adil took his son to watch a movie on animals. He didn't like it at all. _____
2. Ahmad quit his job. Now he can't find another job. _____
3. Madiha and Hasan were naughty this morning. Now their mother won't let them go out and play.

4. I bought a watch. It stopped working when it got wet. _____

13. VOCABULARY

1. Down — sad or depressed

I feel a bit down today.

2. Under the weather — slightly ill

She is under the weather this morning.

3. Bring on (something) — cause something to happen

Too much sugar can bring on headaches.

4. To tell the truth — used to be honest

To tell the truth, I forgot your name.

5. Feel up to (doing something) — feel strong or well enough to do something

I don't feel up to going out tonight.

Exercise: Fill in the blanks

Use: **down** — **under the weather** — **bring on** — **to tell the truth** — **feel up to**

1. I'm a little _____ today, so I will stay home and rest.
2. He was _____ after hearing the bad news.
3. Lack of sleep can _____ stress.
4. _____, I didn't understand the lesson.
5. I don't _____ playing football today.

1. FOCUS ON GRAMMAR

How to Use Stative Verbs

A **stative verb** describes a **state**, not an action.

It tells us how something **is**, **feels**, **seems**, or what someone **has** or **knows**.

Stative verbs do **not** show physical action.

Examples of Stative Verbs

be → I **am** tired. have → She **has** a car. know → They **know** the answer. like → I **like** tea.
believe → He **believes** you. seem → It **seems** easy.

Important Rule

Stative verbs are **usually not used in continuous (-ing) forms**.

I **know** the answer. I am knowing the answer. (incorrect)

She **likes** chocolate. She is liking chocolate. (incorrect)

Note for Learners

Some verbs can be **stative or action verbs** with different meanings:

I **have** a car. (possession — stative) I am **having** lunch. (action — allowed)

Stative Verbs

Verbs that describe a state, not an action.

Verbs of Emotion

- like
- love
- hate
- prefer

Verbs of Possession

- have
- own
- possess
- belong

Verbs of Senses

- see
- hear
- smell
- taste

Verbs of Thinking

- know
- believe
- remember
- understand

Other Stative Verbs

- be
- seem
- cost
- need



2. PRACTICE

Read each sentence carefully. Then tell which category - mental activity, senses, emotions, state or possession - each verb belongs in.

1. Dr. Sarah **owns** a large house overlooking the ocean. _____
2. Ever since she was a child, she has **loved** to look at the ocean. _____
3. She had **seen** the house for many years before she finally bought it. _____
4. Now she **feels** that she made a good decision when she decided to buy the house. _____
5. She said, "I **believe** that I have bought the nicest house in town." _____
6. Many of her neighbors **wish** that they had a house like Dr. Sarah's. _____

3. FOCUS ON GRAMMAR

Verbs can be both Action (dynamic) & Stative

Stative verbs cannot be used in continuous (-ing) tenses except when they function as dynamic verbs and have special meaning.

Be

be is usually a stative verb, but when it is used in the continuous it means 'behaving' or 'acting'

- you are stupid = it's part of your personality
- you are being stupid = only now, not usually

Think

- think (stative) = have an opinion I think that coffee is great
- think (dynamic) = consider, have in one's head

What are you thinking about? I'm thinking about my next holiday

Have

- have (stative) = own - I have a car
- have (dynamic) = part of an expression

I'm having a party / a picnic / a bath / a good time / a break

See

- see (stative) = see with your eyes / understand

I see what you mean. I see her now, she's just coming along the road

- see (dynamic) = meet / have a relationship with

I have been seeing my best friend on and off for many years.

Taste

- taste (stative) = has a certain taste—This soup tastes great. The coffee tastes really bitter
- taste (dynamic) = the action of tasting. The chef is tasting the soup

4. FOCUS ON GRAMMAR**Restrictive & nonrestrictive relative clauses**

A restrictive clause modifies the noun that precedes it in an essential way. Restrictive clauses limit or identify such nouns and cannot be removed from a sentence without changing the sentence's meaning.

A non-restrictive clause is a clause that provides additional, non-essential information. In other words, a non-restrictive clause is not needed to identify the word it modifies.

Non-Restrictive Clause

Mark, who claimed to have a limp, sprinted after the bus.

This is just additional information.
It does not identify "Mark."

commas

Restrictive Clause

The tramp who claimed to have a limp sprinted after the bus.

This information is required to
identify "the tramp."

no commas

For Example:

1. I asked the teacher for a book that is easy to read. (restrictive)
2. She gave me a book about animals, which I found every boring. (nonrestrictive)
3. I have a friend who lives three blocks away from me invited me to a party at his house this weekend.
(restrictive)
4. My friend Ali, who lives three blocks away from me, invited me to a party at his house this weekend.
(nonrestrictive)

5. PRACTICE

Make sentences with who, which, and that. Indicate if each sentence is restrictive or nonrestrictive. Be sure to punctuate properly.

Example: Please give me a pencil/has an eraser . Please give me a pencil that has an eraser. (restrictive)

1. Let's talk about the man/owns the sports car we saw parked across the street yesterday.

2. He said he plans to drive the car/can go 110 mph/across the country this summer.

3. When he gets back from the trip/should take less than two weeks/he'll sell the car.

4. He wants to sell it to someone/will take good care of it.

5. He's always taken the car to an excellent mechanic has kept it in tip-top condition.

6. Then he'll buy a station wagon/can seat ten children.

7. The astronaut first stepped on the moon/ was Neil Armstrong.

8. Children eat vegetables/ are likely to be healthy.

6. FOCUS ON GRAMMAR

So many / so much, So few / so little + noun + that

So many / so few → used with **plural countable nouns**

So much / so little → used with **uncountable nouns**

They show a cause-and-effect relationship ("**that**" introduces the result).

Countable nouns:

There are many different nationalities in London. You can eat food from almost any country.

→ There are **so many different nationalities in London that** you can eat food from almost any country.

There aren't many opportunities in small towns. It's sometimes difficult to find a job.

→ There are **so few opportunities in small towns that** it's sometimes difficult to find a job.

Uncountable nouns:

There's a lot of competition. It's difficult to get into medical school.

→ There's **so much competition that** it's difficult to get into medical school.

There isn't much crime in small towns. It's safe to leave your door unlocked.

→ There's **so little crime in small towns that** it's safe to leave your door unlocked.

7. PRACTICE

Hussain's Reasons	a lot of friends there - a lot of things to do a lot of excitement - a lot of restaurants
Hasan's Reasons	a lot of crime - a lot of traffic a lot of people - a lot of pollution - a lot of expenses

Hasan and Husain are trying to decide whether or not to move from the small town where they live to a big city three hundred miles away. Hasan really wants to move, but he still isn't sure. He's giving Hussain reasons why they should move and Husain is giving his reasons why they shouldn't.

Make up sentences stating Hasan's and Husain's reasons. Use so much and so many. Volunteers can take turns role-playing Hasan and Hussain, using the sentences you've made up.

Hasan: We have so many friends there that we'll never be lonely.

Husain: There's so much crime there that we'll always be fearful.

10. FOCUS ON GRAMMAR

Unless is another way to express **if + not**.
It means “**except if**”.

Structure:

Main clause + unless + subordinate clause

The clause after **unless** is **subordinate** → it needs a main clause to make a complete sentence.

With If	Equivalent With Unless
If you don't study for the test, you won't pass the	Unless you study for the test, you won't pass the
If she isn't sick, she'll come to work.	Unless she is sick, she'll come to work.
I won't pay if you don't provide the goods immediately.	I won't pay unless you provide the goods immediately.

When the main clause comes first, no comma is need.

For Example: They won't come **unless** you invite them.

Unless is a conditional word like if, so we don't use will or would in the subordinate clause:

For Example: **Unless** I hear from you, I'll see you at two o'clock.

Not: Unless I'll hear from you ...

We don't use unless for things that we know to be true:

We don't use “unless” for things that we know to be true.

Correct: You won't be able to get a ticket for the match **unless** you're prepared to pay a lot of money.
(The speaker doesn't know if you're prepared.)

Correct: I don't know what we would have done **if** we hadn't seen you. (We did see you.)

Incorrect: I don't know what we would have done **unless** we'd seen you.

In speaking, “unless” can introduce an extra thought or possibility.

He didn't even know about the crash – **unless** he'd heard about it on the radio.

A: “Oh look, Neil next door's got a new car.”

B: “**Unless** they have got a visitor.”

11. PRACTICE

A. Amir wants to be the first teenager to sail across the Atlantic Ocean alone.

Change each sentence with **if** to a sentence with **unless**. Make any other change necessary to make each sentence logical.



For Example: He will leave tonight if it doesn't rain.

He will leave tonight unless it rains.

1. He will arrive in England in ten days if he doesn't have trouble.

2. He will navigate by the stars if the sky isn't too cloudy.

3. If his radio doesn't break down, he can talk to ships along the way.

4. Newspaper reporters will interview Amir if he isn't too tired.

B. Fill in the blanks with if or unless

1. I will take the job _____ the pay is too low.

2. I will be back tomorrow _____ there is a plane strike.

3. Let's go for a walk _____ you are too tired.

4. I am going to work in the garden this afternoon _____ it rains.

5. I will be surprised _____ he doesn't have an accident soon.

6. I think she would look prettier _____ she didn't wear so much make-up.

7. _____ you don't stop smoking, you will fall seriously ill.

8. _____ you start now, you will not reach there in time.

The story of Ellis Island

The year is 1906, the date November 16th. Franz and Ulrike Schumacher and their three children have just **disembarked from** the Hamburg-Amerika line steamship that has carried them across the stormy North Atlantic Ocean from Germany.

Like the thousands of other people **milling around** them, they are totally **bewildered**, caught up in a mixture of hope and apprehension, as they crowd into a vast waiting room. The room sounds like the Tower of Babel, for few of those in it speak a word of English. They speak German, Polish, Dutch, Hungarian, or Russian maybe, yet they have come, **seeking** a new life in a new world; and now they are on American soil for the first time. This is America! America! Or at least it is Ellis Island.

After **interminable** hours of waiting, the Schumacher family are finally called to a desk; immigration officials study their papers, and ask them where they intend to go. They don't ask how long they're planning to stay, however, since they know the answer already. All those who pass through Ellis Island -- and that could mean over 11,000 people per day -- are **would-be** immigrants. They are looking to start a new life in a new world.

For many, passing through Ellis Island was not so much a matter of stepping into a new world, it was stepping into a new life, a new character. And so it was that the man who finally led his family through the door and onto the ferry packed with a **jostling** crowd of new Americans was not Franz Schumacher any more, but Frank Shoemaker, even if he still didn't understand more than a couple of words of English.

Ever since the Declaration of Independence in 1776, the United States has been a nation of immigrants. While today the pattern of immigration is not what it used to be (most immigrants coming from Latin America or Asia) and immigration policies are now designed to restrict entrance to the USA, things were very different in the early part of the twentieth century.

Ellis Island, almost in the shadow of the Statue of Liberty at the entrance to New York Harbor, was the first stop on American soil for some twelve million immigrants between the years 1892 and 1954. For most, it was "a portal of hope and freedom"; for just a few, it was the "Island of Tears", when they were turned away for failing to meet the various immigration laws and requirements.

During its years of operation, Ellis Island was the principal port of immigration into the United States, **processing** approximately 75% of all the immigrants into America over the period.

The original **three acre** island got its name from a previous owner, Samuel Ellis. At the end of the eighteenth century, the State of New York secured the island in order to build fortifications as part of its harbor defense system.

It was in 1890 that that Congress set aside **funds** to begin improvements on the island, so that a federal immigration station could be built to replace the existing **facilities** at Castle Garden, in lower Manhattan.

The original island was expanded to several times its size, and the new immigration station opened on January 1st, 1892. Five years later, it was destroyed by fire; but it was soon rebuilt, with an impressive French Renaissance style brick building, which opened for business on December 17th 1900 and processed 2,251 immigrants that very same day. The part of the building whose image remained most clearly marked in the memories of those who passed through, was the vast registry room occupying the whole central section of the second floor; it was here that most of the processing of would-be immigrants took place.

During the next half century, the small island grew to its present size, as it was joined by landfill to three **adjacent** islands. The main building was supplemented with a **power house**, kitchens, a hospital and **contagious** diseases wards, a dormitory building, a bakery and several other structures.

In the early 1920's, though, immigration declined sharply, as restrictive immigration laws were passed. These put an annual ceiling on immigration, and established quotas for each foreign nation. They also made it compulsory for would-be immigrants to fill in papers at the US consulate in their country of origin, rather than on arrival. Thereafter, only those whose papers were not in order, or who needed medical treatment, were sent to Ellis Island.

The facilities were increasingly used for the assembly and deportation of **aliens** who had entered the USA illegally, or of immigrants who had violated the terms of their admittance. And finally, on November 12th 1954, the Ellis Island immigration station ceased operation.

Now it is open again, but as a museum, to tell the story of a fundamental stage in the making of modern America. The story needs to be told; what better place to tell it than on Ellis Island ?

Ellis Island – Reading Comprehension Exercises

1. Multiple Choice Questions (MCQs)

1. The Schumacher family came to America in: A) 1892 B) 1906 C) 1954 D) 1776
2. When immigrants first arrived at Ellis Island, most of them: A) Already spoke English
B) Felt completely at home C) Felt a mix of hope and apprehension D) Were sent back immediately
3. What happened to Franz Schumacher's name? A) It stayed the same B) It was changed to Frank Shoemaker
C) It was forgotten D) It was recorded incorrectly
4. Ellis Island was located: A) In Lower Manhattan B) Near the Statue of Liberty in New York Harbor
C) On the Hudson River D) In Boston Harbor

2. True or False

1. The immigrants at Ellis Island came from many countries and spoke many languages. _____
2. Ellis Island was originally three acres in size and expanded later. _____
3. The registry room was the smallest room in the immigration building. _____
4. Immigration declined sharply in the 1920s due to new laws and quotas. _____
5. Today, Ellis Island is a museum. _____

3. Short Answer Questions

1. How did immigrants feel when they first arrived at Ellis Island?

2. What percentage of immigrants to the USA passed through Ellis Island?

3. Why was Ellis Island sometimes called the “Island of Tears”?

4. What facilities were added to Ellis Island as it grew?

5. When did the Ellis Island immigration station officially close?

4. Vocabulary in Context

Match the word to its meaning:

Disembarked _____

Bewildered _____

Jostling _____

Contagious _____

- A) Confused or puzzled
- B) Got off a ship or plane
- C) Infectious or able to spread disease
- D) Crowded or pushed
- E) Entrance or gateway

5. Sequencing Events

Put the following events in the correct order:

- A) Ellis Island opened as a museum
- B) The new immigration station opened in 1900
- C) Schumacher family arrived at Ellis Island
- D) Restrictive immigration laws were passed in the 1920s
- E) Ellis Island immigration station ceased operation in 1954

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Who killed Martin Luther King?

Listen to the audible story of who killed Martin Luther King while following the text.

On the night of April 4th 1968, someone was waiting opposite the windows of the Lorraine Motel, in downtown Memphis.

In front of the motel, a big white Cadillac was parked; it was the car in which the Rev. Martin Luther King was being driven round, as he traveled through the southern states, speaking to audiences in towns and cities, promoting the cause of non-violence and civil rights.

When King stepped out onto the balcony, to take a breath of fresh air after eating his dinner, a shot rang out. The civil rights leader and Nobel-prizewinner, the man who preached non-violence, fell to the ground, fatally wounded. Within minutes, he was dead.

The news spread like wildfire round the USA; the man who had done more, perhaps, than any other to further the rights of Black people in the United States of America, had been assassinated, it seemed, by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray was arrested and sentenced to 99 years in prison for the assassination. But is that really what happened?

Though James Earl Ray initially confessed to killing King, it was not long before he retracted his statement; and to this day, there are those who do not believe that Ray was actually guilty of the crime for which he spent almost 30 years behind bars. Indeed, even Dexter King, Martin Luther King's son, believed that Ray was not his father's assassin.

But if Ray did not do the deed, who did? And why? Was it just a pure racist crime? Or was this a political assassination ordered by some faceless figures in some secret service? The theory that King was really assassinated by the Secret Service has been growing more and more popular over recent years, and was even the subject of an "X-Files" episode. So how real is the conspiracy theory? And what reasons might anyone other than a racist have had to get rid of a charismatic and peaceful leader like Martin Luther King?

We have to take ourselves back to 1968. Since 1955, King had been at the front of the Civil Rights movement in the USA. He had given great support to the year-long bus boycott in Montgomery, Alabama, which eventually led to the desegregation of public transportation; he had used his skills as a passionate orator to inspire black people to stand up for their rights, in housing, education and other civil rights; and he had gained the backing of a growing number of whites.

He was in the front line of the anti-segregation demonstrations in Birmingham, Alabama, in 1963, which probably did more than any other protest to further the cause of civil rights. During his brief presidency from 1960 to 1963, Kennedy paved the way for a Civil Rights Act, which would officially ban race-based segregation throughout the USA. Though Kennedy was gunned down before he had time to put the act through Congress, Lyndon Johnson completed the job, and by the end of 1964, the Civil Rights Act was law, and Martin Luther King had won the Nobel Prize for Peace. Racism, however, had not disappeared. More laws, including the 1968 Civil Rights Act, were needed to fully eradicate all forms of official racism. But even then, laws could not change the deep-seated bigotry of many southern whites; the more Civil Rights laws were passed, the more some racist groups felt threatened.

1968 was a crisis year in many countries. The Civil Rights movement in the USA had more or less merged with the anti-Vietnam War movement. Black leaders like King were being joined by the pacifist gurus of a new generation of educated young white Americans, Bob Dylan and Joan Baez. At the same time, in the black ghettos of the rustbelt cities, a new and more aggressive movement had emerged: Black Power. In the opinion of some observers, America was slowly sliding towards civil unrest on a large scale. Though King, with his non-violence, was no supporter of civil conflict, he was the no.1 figurehead of black America. Hence the conspiracy theory.

According to the theory, King was assassinated by the government (whoever that may have been) to prevent the USA from severe civil conflict. A week before King was assassinated, a peaceful march in Memphis had been provoked into violence by a gang called "the Invaders". Nobody knows who was behind the Invaders - but someone was.

James Earl Ray admitted that he was involved in the assassination of King, but claimed that he was part of a plot, the dumb guy who was used by others who tricked him into it. He claimed that the gun that killed King was actually fired by a man called "Raoul" - but who Raoul was no one knows. Dexter King, who studied events surrounding his father's death in the minutest detail, believed that Ray was telling the truth.

New scientific tests suggest that it was not Ray's gun that fired the bullet that killed King. So if it was "Raoul", not Ray, that really assassinated Martin Luther King, why did he do it, and on whose orders? Was it the CIA, or some other secret organization, nervous about rising black militancy and opposition to the Vietnam war? Or was King's assassination masterminded by some secret white supremacist organization?

Maybe we will know one day, maybe not.

1. Comprehension questions

1. Why did more and more people call for the release of James Earl Ray?

2. Why do some people believe King was assassinated by the CIA?

2. Exercise:

On the night of April 4th 1968, someone (wait) _____ opposite the windows of the Lorraine Motel, in downtown Memphis. In front of the motel, a big white Cadillac (park) _____; it (be) _____ the car in which the Rev. Martin Luther King (drive round) _____ as he (travel) _____ through the southern states, (speak) _____ to audiences in towns and cities, (promote) _____ the cause of non-violence and civil rights.

When King (step) _____ out onto the balcony, (take) _____ a breath of fresh air after (eat) _____ his dinner, a shot (ring) _____ out. The civil rights leader and Nobel-prizewinner, the man who (preach) _____ non-violence, (fall) _____ to the ground, fatally (wound) _____. Within minutes, he (be) _____ dead. The news (spread) _____ like wildfire round the USA; the man who (do) _____ more, perhaps, than any other (further) _____ the rights of Black people in the USA, (assassinate) _____. It (seem) _____, by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray (arrest) _____ and (sentence) _____ to 99 years in prison for the assassination.

But is that really what (happen) _____? Though James Earl Ray initially (confess) _____ to (kill) _____ King, it was not long before he (retract) _____ his statement; and to this day, there are those who (not believe) _____ that Ray (be) _____ actually guilty of the crime for which he (spend) _____ almost 30 years behind bars.

Indeed, the calls for Ray's release (grow) _____ stronger by the year, to the point that even Dexter King, Martin Luther King's son, now (believe) _____ that Ray was not his father's assassin.

3. Vocabulary Exercise

Select the best equivalent of the following words used in the article:

wounded:	amused, hurt, confused
to further :	to promote, to stop, to discourage
like wildfire:	very fast, slowly, in an excited manner
behind bars :	drinking, working in a pub, in prison
release:	liberation, imprisonment, record
deed:	action, death, plan
paved the way:	seriously opposed, prepared, did nothing about
hence:	next, this explains, here
masterminded:	analyzed, planned, killed

Highway 66 revisited

A trip along America's historic route 66

The car is the cornerstone of modern American life; yet cars need roads, and so the road too is a cornerstone. But while cars have regularly been raised to the status of cult objects in song, poetry and film, roads have tended to keep a more prosaic image.



Occasionally there have been exceptions: Bob Dylan named one of his most famous albums for a road — Highway 61 Revisited — and Jack Kerouac gave pride of place to a highway in his classic novel *On the Road*. Yet in the culture and history of twentieth century America, one highway stands out from the rest; and although it no longer exists, except in small sections here and there, "Route 66" is without the shadow of a doubt the most famous highway in the United States of America.

Steinbeck, who knew it well, called it "the Mother Road". It was the road taken by the Joad family in the *Grapes of Wrath*; for them, as for hundreds of thousands of real-life dustbowl refugees, Route 66 was the road that led from the hell of dusty Oklahoma to the paradise of California, where the peach trees and vines were always laden with succulent, luxurious fruit, just waiting to be picked. At least, that was the popular myth.

Those who like listening to American music may have heard the song *Route 66*, originally recorded by Nat King Cole, and since then re-recorded dozens of times by a bevy of artists including The Rolling Stones, Chuck Berry and Depeche Mode: the words of the song detail the full itinerary of the US Highway 66, which "winds from Chicago to L.A., more than two thousand miles all the way."

Today, little is left of the most famous of all America's highways. Here and there, in Illinois or in Kentucky, sections of the famous road still display the sign 66; but 66, where it does survive, is no longer a key element in a continental highway system as it once was — just a local highway linking neigh-



boring towns. The development of America's transcontinental system of divided-highway "interstates" during the 1950's and 1960's meant that the Mother Road rapidly became obsolete, and in 1977, fifty-one years after it was created, U.S. 66 officially ceased to exist. By then, almost everyone wanting to "motor west" was using the main east-west interstates, I-40, I-60 or I-80.

It was in 1926, the year in which Henry Ford launched the Model-T and put the automobile in reach of the ordinary American, that officials decided that the U.S.A. should have a federal road network. In Oklahoma, a businessman called Cyrus Avery, who quickly saw the advantage of bringing a transcontinental highway through his state, immediately started lobbying officials to create a single highway running all the way from the Great Lakes to the Pacific, and passing through Oklahoma; it would be the longest federal highway in the U.S.A..

When it opened, only 800 of the 2,400 miles were paved; the rest were just gravel or earth, and it was not until 1937 that the whole route was paved. Even then, however, it was a hard journey. In winter time most of the route ran through bitterly cold regions; and in summer, the sections through new Mexico, Arizona and the California desert were extremely hot. In those days, cars regularly overheated, passengers needed regular sustenance, and the service stations, restaurants cafés and motels that appeared at short intervals all along the route did a good trade.

When, bit by bit, 4-lane interstates replaced the old highway, business collapsed very rapidly for many of those who had helped so many travelers on their way. In agricultural regions, towns and communities could survive without the road, but in the sparsely-populated desert areas, many small communities just disappeared. Today, for



instance, nothing but a solitary palm tree and a wooden sign-board marks the site of the one-time Bagdad, California. Elsewhere, empty roofless stone buildings that were once garages or hotels stand abandoned to the wind and the elements. On some sections of the old road, cars pass by at the rate of one an hour or less

Perhaps in coming years, there may be a few more; the story of Route 66 is coming to be recognized as history, and a few adventurous travelers are driving along sections of it, reliving the spirit of the past. Yet few, very few, travel the whole road, or what is left of it. Even in an air-conditioned Cadillac, Route 66 remains what Woody Guthrie called "a mighty hard road."

1. Vocabulary

Select the nearest equivalent for the following words and phrases used in the article:

- | | |
|------------------------------------|---|
| A. Gave pride of place: | 1. Gave prominence to 2. Gave a new role to 3. Gave up |
| B. Stands out from: | 1. Is better than 2. Is older than 3. Can be distinguished from |
| C. Without the shadow of a doubt : | 1. Certainly 2. Probably 3. Perhaps |
| D. Laden with: | 1. Covered with 2. Accompanied by 3. Full of. |

A. Multiple Choice Questions

1. Why does the text say roads are a cornerstone of American life?

- A) Because they are beautiful B) Because cars need roads
C) Because they are cheap to build D) Because they are tourist sites

2. What nickname did Steinbeck give Route 66?

- A) The Long Road B) The Desert Road
C) The Mother Road D) The Golden Road

3. Route 66 originally ran from:

- A) New York to Los Angeles B) Chicago to Los Angeles
C) Texas to California D) Oklahoma to Florida

4. Why did Route 66 become obsolete?

- A) Cars became slower B) Trains replaced cars
C) Interstate highways were built D) It was too short

5. When did Route 66 officially cease to exist?

- A) 1926 B) 1937 C) 1954 D) 1977

B. True / False

Write T or F.

1. Route 66 still exists completely as a main highway.
2. At first, most of Route 66 was fully paved.
3. The road passed through very hot desert regions.
4. Service stations and motels along Route 66 did good business.
5. Some desert towns disappeared after the new interstates were built.

C. Short Answer Questions

Why is Route 66 considered the most famous highway in America? _____

Which novel features Route 66 and the Joad family? _____

Who helped promote the creation of a highway through Oklahoma? _____

What problems did travelers face on Route 66 in early years? _____

What happened to many small businesses when interstates replaced the old road?

D. Vocabulary in Context

Match the word with its meaning:

1. Prosaic

2. Succulent

3. Obsolete

4. Gravel

5. Sustenance

A) No longer useful

B) Simple and not very interesting

C) Small stones used on roads

D) Juicy and rich (food)

E) Food and drink needed to live

Academic Writing

Academic writing is the kind of writing students use in school to explain their ideas clearly and correctly.

Sentence

A **sentence** is a group of words that expresses a complete idea.

Writing a sentence

A sentence must have:

1. **A complete idea** — it should make sense by itself.

She is reading.

Because she is reading. (not complete)

2. **A subject** — who or what the sentence is about.

Ali runs. → **Ali** = subject

3. **A verb** — an action or state.

Ali runs. → **runs** = verb

4. **Correct word order** — usually Subject + Verb + Object/Complement.

She wrote a letter.

Wrote she a letter. (not standard)

5. **A capital letter at the beginning**

The class started early.

6. **Proper ending punctuation**

- Full stop (.) → statement
- Question mark (?) → question
- Exclamation mark (!) → strong feeling

7. **It is not a fragment** — not just a phrase or clause.

After the meeting.

We left after the meeting.

8. **It is not a run-on sentence** — two sentences should not be joined without correct punctuation or conjunction.

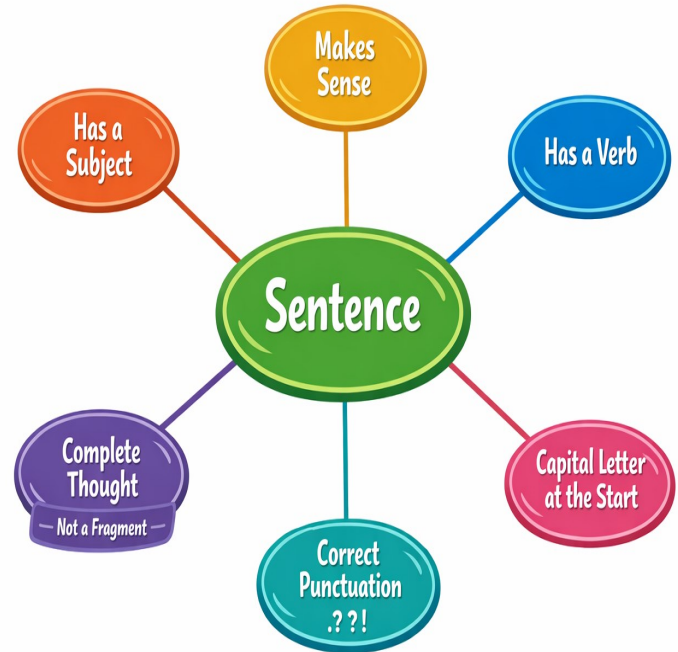
I was tired I slept early. (incorrect)

I was tired, so I slept early.

PRACTICE

Put a tick in front of each complete sentence and a cross in front of each incomplete sentence (fragment).

1. ___ Because he was late for class.
2. ___ The children are playing in the park.
3. ___ After the movie ended.
4. ___ My sister baked a cake yesterday.
5. ___ Running through the rain.
6. ___ We finished our project on time.
7. ___ While the teacher was speaking.
8. ___ The dog barked loudly at the stranger.
9. ___ In the middle of the road.
10. ___ They have decided to move to another city.
11. ___ Although she studied very hard.



What is punctuation?

The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.

What is capitalization?

The action of writing or printing in capital letters or with an initial capital.

- ◆ **Names of people:** Names of people must always start with capital letters.

For Example: Ahmad, Hussain, Jamila

Titles such as Mr, Mrs, Ms, Dr can be written with or without full stop. Dr. Alia or Dr Alia

- ◆ **Geographical terms**

- Countries - e.g. Afghanistan, Pakistan, Iraq
- Nationalities - e.g. Japanese, Sweden
- Other geographical locations - Mount Everest

- Languages - e.g. Arabic, English, Pashto, Urdu
- ♦ **Names of companies and products**
- Nokia, Samsung, iPhone
- Pepsi, Coca Cola
- ♦ **Names of books/films, etc**
- New Promotion One
- The Merchant Of Venice
- ♦ **Names of Religions**
- Islam, Judaism, Christianity
- ♦ **Days, Months, and Holidays, But Not Seasons**
- Friday, August, Eid
- ♦ **Time Periods and Events (Sometimes)**
- World War I , Middle Ages

Remember: centuries and the numbers before them are not capitalized.

For Example: sixteenth and seventeenth centuries

EXERCISE

Rewrite the sentences with correct capitalization

1. "What time is it in china?" asked my Dad.
2. We traveled north for 300 miles before reaching the pacific northwest.
3. Have you ever read catcher in the rye?
4. Spring is my favorite season, but I do love the Fall because leaves on the trees have my favourite colors.
5. my brother likes to play football.

1. _____
2. _____
3. _____
4. _____
5. _____

- Languages - e.g. Arabic, English, Pashto, Urdu
- ♦ **Names of companies and products**
- Nokia, Samsung, iPhone
- Pepsi, Coca Cola
- ♦ **Names of books/films, etc**
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1. _____
2. _____
3. _____
4. _____
5. _____

1. Compound Sentences with Coordinating Conjunctions

Simple Sentence

A **simple sentence** has **one independent clause**. It contains one subject and expresses a complete idea.

Examples:

The boy ran.

She finished her work.

The weather is cold.

Compound Sentence

A **compound sentence** has **two independent clauses** joined by a **coordinating conjunction**.

Example:

The weather is cold, **but** we will go out.

Coordinating Conjunctions (FANBOYS)

We use coordinating conjunctions to join two equal sentences or ideas.

FANBOYS helps us remember them:

F — For → gives a reason

I stayed home, for I was tired.

A — And → adds information

She cooked dinner, and he washed the dishes.

N — Nor → adds a negative idea

He doesn't smoke, nor does he drink.

B — But → shows contrast

She is poor, but she is happy.

O — Or → shows a choice

You can stay, or you can leave.

Y — Yet → shows an unexpected contrast

He is rich, yet he is unhappy.

S — So → shows a result

It was late, so we went home.

Sentence Expansion Exercise

Simple → Compound

Instructions: Join each pair of simple sentences into **one compound sentence** using a suitable coordinating conjunction.

1. The sun was setting. The sky turned red.

2. She was tired. She kept working.

3. You can call me. You can send a message.

4. He was hungry. He made a sandwich.

5. The test was difficult. She passed it.

6. I wanted to help. I had no time.

7. We can leave now. We can wait here.

8. He doesn't like milk. He doesn't like juice.

9. Hurry up. You will miss the train.

10. She tried again. She did not succeed.

Simple → Complex Using Relative Pronouns

Instructions: Join each pair of simple sentences into **one sentence** using a suitable **relative pronoun** (*who, which, that, whose, where*).

1. I met a boy. He won the prize.

2. This is the book. It helped me a lot.

3. She knows a teacher. The teacher speaks five languages.

4. That is the house. It was built in 1900.

5. I visited a city. It is famous for its food.

6. We saw a dog. The dog was injured.

7. He has a friend. His friend lives in Canada.

8. This is the school. I studied there.

9. I watched a movie. It was very inspiring.

10. She met a woman. The woman owns that company.

Identify the Sentence Type

Instructions: Read each sentence carefully and write:

Simple → one independent clause

Compound → two independent clauses joined by a coordinating conjunction (FANBOYS)

Complex → one independent clause + one or more dependent clauses
(often with subordinating or relative pronouns)

1. I like pizza. _____
2. I like pizza, and my brother likes pasta. _____
3. She went to the park because it was sunny. _____
4. We watched a movie that was very funny. _____
5. The dog barked loudly, but nobody came. _____
6. They left early since it was raining. _____
7. I enjoy reading books. _____
8. He bought a car, yet he never drives it. _____
9. This is the house where I grew up. _____
10. I called my friend, and we went shopping. _____
11. Although she was tired, she finished her homework. _____
12. The boy ran fast. _____
13. I like coffee, but I don't like tea. _____
14. The woman who lives next door is a teacher. _____
15. We went to the market because we needed fresh vegetables. _____
16. The students completed the test. _____
17. My brother plays football. _____
18. The students completed the test, and they submitted their papers. _____

What is a Paragraph?

A **paragraph** is a group of **related sentences** that focus on **one main idea**.

It usually has a **topic sentence** that tells the main idea.

The **supporting sentences** explain, describe, or give examples of the main idea.

It often ends with a **concluding sentence** that summarizes or wraps up the idea.

Key Points:

- All sentences in a paragraph should **stick to the main idea**.
- A paragraph can be **short or long**, depending on the purpose.
- Paragraphs make **writing clear and organized**.

Example:

My favorite season is winter. I love the cold weather and the snow. Every morning, I go outside to play in the fresh snow and build snowmen. Winter also means hot chocolate and cozy evenings by the fire. For me, winter is the happiest season of all.

Types of Paragraphs:

1. Narrative Paragraph

Definition: A paragraph that **tells a story** or describes a sequence of events.

Purpose: To entertain or inform the reader about events in order.

Structure: Usually has a **topic sentence**, **supporting sentences** (events, actions, feelings), and a **concluding sentence**.

Example:

Last summer, I went to the beach with my family. We played volleyball, built sandcastles, and swam in the sea. My little brother collected colorful shells along the shore. By evening, we watched the sunset and enjoyed ice cream before going home.

2. Descriptive Paragraph

Definition: A paragraph that **describes a person, place, object, or event** in detail.

Purpose: To help the reader **visualize** what you are describing.

Structure: Usually starts with a **topic sentence** stating what is being described, followed by **sensory details** (sight, sound, smell, touch, taste), and ends with a **concluding sentence**.

Example:

Example:

The garden behind my house is full of life. Bright red roses bloom alongside yellow tulips, and the air smells sweet with jasmine. Bees buzz lazily among the flowers, and a small fountain splashes water into a clear pond. Every morning, the sunlight makes the dew sparkle like tiny diamonds on the leaves.

Paragraph Writing Practice**Exercise 1 — Add Sensory Details**

Expand each point into 2–3 descriptive sentences using **sight, sound, smell, touch, and feeling**.

Topic: A Rainy Day

Dark clouds in the sky

Heavy rain starts

People running for shelter

Roads full of water

Write one descriptive paragraph (6–8 sentences).

Exercise 2 — Arrange and Write

Put the ideas in order and write a narrative paragraph.

I missed the bus

I woke up late

I reached school tired

I ran all the way

forgot to set my alarm

Write a paragraph (6–8 sentences) using time words like: *first, then, after that, finally*.

Exercise 3 — Continue the Story

Complete the narrative paragraph:

“I opened the door and could not believe what I saw...”

Continue the story. Include:

- What you saw - What you did next - How it ended (7–10 sentences)

Story of the Ellis Island

1. Disembark	V	Leave a ship, aircraft, or train, get off
2. Mail around	V	To move around with nothing to do.
3. Bewildered	Adj	Lost, anxious, perplexed and confused; very puzzled.
4. Seek	V	Look for, attempt or desire to obtain or achieve (something
5. Interminable	Adj	Long, endless or apparently endless
6. would be	Adj	Desiring or aspiring to be a specified type of person, potential, hopeful
7. Jostle	V	Push, elbow, or bump against (someone) roughly, typically in a crowd.
8. Process	V	Filling in the documents for
9. Facility	N	A place, a building
10. Adjacent	N	Next to or adjoining something else.
11. Power house	N	Generator room, where electricity is made.
12. Contagious	Adj	(of a disease) spread from one person or organism to another, typically by direct contact , infectious.
13. Aliens	N	A foreigner, especially one who is not a naturalized citizen of the country where he or she is living.
14. Apprehension	N	Anxiety or fear that something bad or unpleasant will happen.
15. Island	N	A piece of land surrounded by water.
16. Portal	N	A doorway, gate, or other entrance, especially a large and imposing one.
17. Immigration	N	The action of coming to live permanently in a foreign country.
18. Immigrate	V	Come to live permanently in a foreign country.
19. Emigrate	V	Leave one's own country in order to settle permanently in another.
20. Federal	N	relating to or denoting the central government as distinguished from the
21. Open for business	V	Able to be entered and used by customers
22. Annual	Adj	Occurring once a year.
23. Fundamental	Adj	Forming a necessary base or core; of central importance.

Who killed Martin Luther King?

1. Shot	N	Gunshot, sound of a gun being shot.
2. Retract	V	withdraw, deny, take back.
3. Release	V	To liberate, to free
4. Get rid of	Phr	To eliminate , kill
5. Backing	N	Support, help
6. Act	N	Law
7. Eradicate	V	Eliminate, remove,
8. Bigotry	N	Narrow mindedness
9. Rustbelt	N	The rustbelt is the part of the USA (from Chicago to Virginia) where old fashioned heavy industries gone into decline.
10. Motel	N	A motel is a hotel intended for people who are travelling by car.
11. Civil rights	N	The rights that people have in a society to equal treatment and equal op-
12. Balcony	N	A balcony is a platform on the outside of a building, above ground level, with a wall or railing around it.
13. Preach	V	A talk on a religious or moral subject.
14. Fatally	Adv	With death as a result.
15. Assassinate	V	When someone important is assassinated, they are murdered as a political act.
16. Sniper	N	A sniper is someone who shoots at people from a hidden position.
17. Initially	Adv	Initially means soon after the beginning of a process or situation, rather than in the middle or at the end of it.
18. Confess	V	You use confess to describe someone who openly admits that they have a particular fault or have done something wrong.
19. Faceless	Adj	If you describe someone or something as faceless, you dislike them because they are uninteresting and have no character.
20. Conspiracy theory	N	A belief that some covert but influential organization is responsible for an unexplained event.
21. Boycott	V	If a country, group, or person boycotts a country, organization they refuse

VOCABULARY

UNIT 3

Highway 66 Revisited

1. Cult object	N	Object that is treated with almost religious respect
2. Prosaic	Adj	Something that is prosaic is dull and uninteresting.
3. Succulent	Adj	Succulent food, especially meat or vegetables, is juicy and good to eat.
4. Bevy	N	A bevy of a people is a group of people all together in once place.
5. To wind (pro... as wined)	V	To twist and turn
6. Interstate	N	A motorway
7. Federal	Adj	National
8. Network	N	System
9. Gravel	N	Sand and stones.
10. Sustenance	N	Food and drink
11. Cornerstone	N	The cornerstone of something is the basic part of it on which its existence, success, or truth depends.
12. Continental	Adj	Situated on or belonging to the continent.
13. Rapidly	Adv	very quickly; at a great rate.
14. Lobby	V	Seek to influence (a legislator) on an issue.
15. Memorable	Adj	Something that is memorable is worth remembering or likely to be remembered.
16. Pave	V	Cover (a piece of ground) with flat stones or bricks; lay paving over.
17. Bitterly	Adj	To an extreme, forceful, or particularly harsh degree.
18. Collapse	V	(of a structure) suddenly fall down or give way.
19. Abandon	V	give up completely (a practice or a course of action).
20. Adventurous	Adj	Willing to take risks.
21. Sparsely	Adj	In a thinly dispersed manner; in small numbers.
22. Agricultural	Adj	Relating to agriculture.
23. Interval	N	A pause or break in activity.
24. Dusty	Adj	Covered with, full of, or resembling dust.